

DISCOVERING THE SOUND OF MUSIC: UNLEASHING ABUNDANT OPPORTUNITIES FOR INTERACTIVE LEARNING AND FUTURE RESEARCH

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ABSTRACT

Metaphors Everywhere: Metaphors are a popular tool in both the marketing literature and with marketing educators. An intriguing metaphor as an educational tool is the use of musical lyrics. Educators might want to consider this teaching technique as they address the challenges and academic constraints in successfully teaching marketing concepts. For example, what role might music metaphors play with the learning theories advocated by P.M. Senge: *The Fifth Discipline*; Kolb's Experiential Learning Cycle and Bloom's Taxonomy of Cognitive Levels? Also, as students learn about marketing, can music enhance their marketing knowledge as well as soft skills? These are difficult and continuing issues to ponder, discuss, and assess. Nevertheless, the search for answers provides a provocative opportunity to explore the utilization of music in the classroom.

In this session we explore the adoption of musical metaphors as a catalyst for both interactive experiential learning and future opportunities for research. The power of music is pervasive in society and in the marketing field—especially in advertising and in the entertainment industry. Potentially, musical lyrics could offer marketing educators another teaching tool. The presenter of the session will encourage audience interaction by demonstrating how songs might be incorporated in the classroom. It is hoped that the audience will participate in the process by listening to a few select tunes and then imagine how they relate to the field of marketing. As a group, and as noted and sung by the Beatles, "Help" and "We Can Work It Out", the session attendees can uncover some new teaching ideas.

Furthermore, during the session some of the advantages, disadvantages, and challenges for the implementation of musical metaphors will be explored. Concomitantly, the interface of musical metaphors with a sample of other possible experiential activities will be offered.

OBJECTIVES OF SPECIAL SESSION

- a. Explore the use and experiences of using musical metaphors

- b. Demonstrate some easy and interesting teaching approaches using musical metaphors for interactive student learning
- c. Encourage the audience to participate in some interpretations of selected musical lyrics
- d. Explore the benefits of enhancing soft skills with musical metaphors
- e. Gauge the potential impact of adopting musical metaphors with different learning theories and styles
- f. Offer an update of students' reactions, feedback, and output with musical metaphors
- g. Identify other experiential activities, such as mind mapping, which might be integrated with musical metaphors
- h. Present a potpourri of future and mind boggling research questions to ponder
- i. Provide a rough draft of a questionnaire that could be modified for eliciting student feedback and reaction
- j. Give additional handouts that relate to some of the objectives and tasks of the session

LESSONS LEARNED

Besides using other metaphors, the presenter has used musical metaphors for a number of years. Through the years a number of lessons have been learned. Also, experimentation is still continuing on how music might be successfully integrated in marketing education. The learning curve process with music is an ongoing phenomenon. Previous mistakes, lessons learned, expectations, aspirations, and some conjectures will be offered.

A SAMPLE OF FUTURE RESEARCH QUESTIONS

The major issue of learning outcomes and assessment issues of various teaching techniques is a constant challenge. This challenge is also prevalent with the adoption of musical metaphors. Some marketing educators may wonder if music is a mere form of entertainment (mere quackery) that offers a modicum of incremental learning value. Consequently, some illustrative research questions might include:

1. Is emotional intelligence enhanced with the adoption of musical metaphors?
2. Do musical metaphors offer additional opportunities for experiential learning activities?
3. Compared to younger students, will nontraditional students (age 25 and over) have less interest in the integration of marketing concepts with musical metaphors?
4. Compared to other metaphors, are musical metaphors more effective in encouraging student creativity.
5. Do musical metaphors serve as a non-threatening teaching technique for breaking down culture and diversity barriers?
6. Are certain types of music, such as Jazz, more effective than other types of music?

Additional future research questions will be provided during the special session. It is hoped that these exploratory questions will encourage discussion and a stream of unending research for some of the audience members.

**POST CONFERENCE GOAL:
A NORMATIVE POST MORTEM ASPIRATION**

Based on discussion during the session, marketing educators will be motivated to try the sweet sound of music. Ideally, after attending the session, some attendees will actually experiment with their own musical metaphors. And, the actual playing of music will serve as a catalyst for encouraging additional and innovative creative experiential activities. To be of service, the presenter will provide a few specific illustrations of integrating musical metaphors with other experiential assignments.